

Paxon School for Advanced Studies

Highest Expectations for the Greatest Possible Future



Creativity, Activity, Service (CAS) Student Handbook

Student Name: _____

CAS Coordinator: Mrs. Culpepper

CAS Advisor (11th grade): _____

CAS Advisor (12th grade): Mrs. Culpepper

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Sources used in the creation of this handbook:

- *Diploma Programme: Creativity, activity, service guide (March 2015)*
- *Creativity, activity, service teacher support material (for students graduating in 2017 and thereafter)*

WHAT IS CAS?

Creativity	Exploring and extending ideas leading to an original or interpretive product or performance
Activity	Physical exertion contributing to a healthy lifestyle
Service	Collaborative and reciprocal engagement with the community in response to an authentic need

CAS should involve:

- Real, purposeful activities, which meet one or more of the 7 learning outcome.
- Personal challenge --- tasks must extend the student and be achievable in scope.
- Students using the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects.
- Thoughtful consideration, such as planning, reviewing progress, reporting (done on ManageBac)
- Evidence and reflection on outcomes and personal learning

CAS LEARNING OUTCOMES

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experiences/projects that involve one or more of the following outcomes (all 7 need to be achieved by the end of the CAS program):

1. **Identify own strengths and develop areas for growth:**
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process:** A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through

experiences that the student has not previously undertaken or through increased expertise in an established area.

3. **Demonstrate how to initiate and plan a CAS experience:** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. **Show commitment to and perseverance in CAS experiences:** Students demonstrate regular involvement and active engagement in CAS.
5. **Demonstrate the skills and recognize the benefits of working collaboratively:** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. **Demonstrate engagement with issues of global significance:** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. **Recognize and consider the ethics of choices and actions:** Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be touched on for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that they have evidence of meeting the outcome ***a minimum of one time.***

WHY IS CAS NECESSARY?

- CAS provides an important counterbalance to the academic pressures of the rest of the Diploma Programme
- Assists students with being more willing to accept new challenges and new roles
- Enables the student to be a more reflective thinker
- Students become more aware of themselves as members of communities with responsibilities towards each other and the environment
- Students become active participants in sustained, collaborative projects
- ***Students are more than just a GPA!!!***

CAS - AN IB DIPLOMA & GRADUATION REQUIREMENT

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Fulfillment of the CAS requirement involves the following:

- 18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of junior year)
- Completion of documentation for CAS (via ManageBac and final reflection)

Additionally, students not completing CAS will not be eligible to earn their high school diploma due to not completing all elements of an IB curriculum in the state of Florida.

CAS: EVERYONE PLAYS A ROLE

Responsibilities:

CAS Coordinator	CAS Advisors (Assigned by Culpepper)	CAS Supervisors (the person who sees you doing CAS)	Students
<ul style="list-style-type: none"> Provide info to students, parents, and faculty (including CAS Advisors) about the CAS requirement Assist CAS Advisors with understanding how to manage students Meet with students to discuss the initial personal self-review (beginning of junior year) Complete CAS exit interview (April of senior year) Oversee ManageBac website Make students aware of potential CAS experiences/projects Make sure that the school stays updated with the latest CAS information published by the IBO. 	<ul style="list-style-type: none"> Approve CAS experiences/projects on ManageBac If necessary, provide feedback to students about CAS experiences/projects (via ManageBac or in person) Meet with students in person at least 2 times (one time each during junior and senior year) Communicate any CAS concerns to the CAS Coordinator 	<ul style="list-style-type: none"> Typically a club/activity sponsor An adult. Non-family member that oversees you completing your CAS experience or project Completes the supervisor review <p><i>If you are completing a CAS experience for which there is no adult non-family member or it is more of an individual pursuit, contact your CAS Advisor or Mrs. Culpepper to discuss.</i></p>	<ul style="list-style-type: none"> Approach CAS with a proactive attitude Complete Paxon's CAS initial personal self-review Use the CAS stages (investigation, preparation, action, reflection, and demonstration) to guide CAS experiences and projects Have at least 2 meetings in person with CAS Advisor Take part in at least one CAS project. Have a balance between the CAS strands (creativity, activity, service) Keep records of CAS experiences/projects, CAS questions answered and reflective evidence in ManageBac Ensure that there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non-relative) Demonstrate that all 7 learning outcomes have been achieved (ManageBac) Have a final meeting to show reflection on CAS program and how the outcomes were met. Behave appropriately, ethically, and with integrity

RECORDING AND REPORTING CAS

Students will document all CAS experiences/projects on the ManageBac website at:

<http://psas.managebac.com>

Access to the ManageBac website will be given during the first nine weeks of junior year. It is the students' responsibility to make sure that they keep up to date with logging their CAS experiences/projects on ManageBac.

CAS Experiences & Projects

Students must take part in and **document CAS experiences and projects on a regular basis for a minimum of 18 months.** *The earliest that a student may begin to document CAS is day one of junior year and all documentation must be completed by spring break of senior year.*

Note: Students may count a non-IB course offered during the school day in one or more of the following subjects as a CAS experience/project (must gain prior approval from the CAS coordinator): Art, Band, Chorus, ROTC, Theatre, TV Production, or Journalism

In order for a CAS experience/project to be approved, you must supply the following information (via ManageBac):

- A *detailed description* of the experience/project as well as your *personal goal* for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (*non-family member*) and list their name and email address

GUIDELINES FOR CAS EXPERIENCES AND CAS PROJECTS

The Initial Personal Self Review

All students are required to complete Paxon's CAS Initial Personal Self-Review by Sep. 15th of junior year in the diploma program. This form will get students to begin making connections about how things they are currently doing or would like to pursue in the future may relate to their potential CAS experiences/projects.

The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) provides the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. The five CAS stages are as follows:

1. **Investigation** - Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
2. **Preparation** - Determining roles, responsibilities, necessary resources, and an action plan.
3. **Action** - Implementation of the idea or plan to meet the CAS experience/project
4. **Reflection** - Describing what happened, expressing feelings, formulating ideas, and making connections.
5. **Demonstration** - Make it clearly known what was learned and accomplished.

CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

CAS Projects

All students must be involved in **at least one CAS project** (In ManageBac, there is a box for students to check to let you know if that particular activity is a CAS project).

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Is a minimum of 1 month in length from planning to completion
- Is collaborative (between students or members of the wider community)

Posting Reflective Evidence

For each CAS experience/project, students **must have some sort of reflective evidence posted under the ‘Reflections’ tab** on ManageBac. Reflective evidence may be documented in the following ways:

- **Pictures** (with captions)
- **Journals**
- **Blogs**
- **Creating and posting the link to videos**
- **Creating and posting the link to websites**
- **Another creative form of reflection** (must be previously approved by the CAS Coordinator)

There needs to be **at least one form of reflection for each experience/project**, but for longer range activities, students are encouraged to submit more reflective evidence in this section.

Here are Paxon’s reflection/evidence requirements:

- If less than 1 month = minimum of 1 reflection/evidence
- If more than 1 month = minimum of 6 reflections/evidence

Additionally, students will need to **answer the CAS questions** under the '*CAS Questions*' tab for each experience/project. The questions will allow you to reflect on what you learned about yourself and others as well as what was accomplished through the CAS experience/project.

Completing CAS Experiences/Projects

In order for a CAS experiences/project to be marked as complete, the following must be done in addition to the information stated above (via ManageBac):

- Provide reflective evidence in the '*Reflections & Evidence*' section (see Paxon reflection/evidence requirements)
- Answer the CAS questions in the '*CAS Questions*' section
- Have a completed supervisor review either submitted electronically through ManageBac, a hard copy supervisor review printed from ManageBac (given to Mrs. Culpepper), or an uploaded statement on the organization's letterhead.

UNDERSTANDING THE CAS STRANDS

Below is a description of the CAS strands.

<p>CREATIVITY Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other activities that the student engages in to design and carry out service projects (creativity of the mind). Activities may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other creative activity. Appropriate ‘creative’ CAS activities should not involve just “more of the same” (ex. more practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)</p>
<p>ACTIVITY Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical activities such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as a march of Dimes Walkathon. Should not involve just “more of the same”-----more practice. “Extending” the student may go further (ex. Trying a team sport instead of an individual sport, coaching a little league team, etc.).</p>
<p>SERVICE Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling project. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as “service” without real responsibility.</p>

CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the different categories below:

Ongoing	The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to further extend or develop participation if appropriate.	<ul style="list-style-type: none"> -Learning to play a new instrument for a school performance -Continuing service at the Humane Society but seeking a different area of expertise
School-Based	Activities sponsored by the school or school organizations that may fall into one or more CAS strands.	<ul style="list-style-type: none"> -Learning to play a new position on the school basketball team -Participating in the Miss Paxon pageant
Community-based	Activities sponsored by the local community.	<ul style="list-style-type: none"> -Organizing a group to participate in Race for the Cure -Working with a group to create a community garden
Individual	The student engages in a solitary activity in which they work towards a personal goal (ex.	<ul style="list-style-type: none"> -Composing a song -Attending a gym

WHAT COUNTS AS CAS?

In general, an experience/project may be **acceptable** if:

- The experience falls under one or more of the CAS strands (creativity, activity, service).
- The student can demonstrate how one or more of the learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or other people.

Unacceptable projects include:

- Anything for which money is paid (*discuss with Mrs. Culpepper*).
- Anything that counts for a grade or requirement in any of your IB courses counting towards your IB Diploma curriculum
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.
- Any course that is part of your IB Diploma Programme

Political and Religious Activities

Due to the fact that this is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When trying to determine if an activity within one or both of these areas should be submitted for CAS approval please take into consideration the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytizing by others?
- Does the religious activity take place during regularly scheduled worship?
- Is it an activity that will cause, or worsen, social divisions?

- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

When in doubt, please discuss the experience description and goals with your CAS Advisor prior to beginning the activity to see if it will count for CAS.

Experience/Project: _____

GUIDING QUESTIONS

The following guiding questions may help you determine whether an intended experience/project qualifies as CAS:

Will this experience allow me to have a new role ?	Is it a real task that I am going to undertake?
Does it have real consequences for other people and for me?	What do I hope to learn from getting involved?
How can this experience benefit other people?	What can I reflect on during this experience?

Who will be my adult supervisor?: _____

Which strand(s) of CAS will this experience/project cover?: __C __A __S

Which of the learning outcomes does this experience/project meet?: __1 __2 __3 __4 __5 __6 __7

SAMPLE CAS EXPERIENCES & PROJECTS

CAS and the Diploma Programme

Students should be able to see connections between CAS and the various subject groups that they are studying in the Diploma Programme. Below are sample CAS experiences and projects and how they may be tied to the Diploma Programme groups:





	Sample CAS Experience/Project	<i>Creativity</i>	<i>Activity</i>	<i>Service</i>
Group 1 (Language & Literature)	Producing audiobooks for the blind	✓		✓
Group 2 (Language Acquisition)	Provide language lessons to those in need	✓		✓
Group 3 (Individuals & Societies)	Record the oral histories of people living in an elderly residential facility	✓		✓
Group 4 (Sciences)	Form an astronomy club for younger students	✓	✓	✓
Group 5 (Mathematics)	Maintain financial accounts for a local charity			✓
Group 6 (The Arts)	Take dance lessons that lead to a theatrical performance	✓	✓	

Additional Sample CAS Experiences & Projects

Experience/Project	C	A	S
Teaching children with disabilities to swim	✓	✓	✓
Coaching a softball team	✓	✓	✓
Teaching young students how to play the guitar	✓		✓
Working with children to paint murals	✓	✓	✓
Choreographing a routine for the marching band	✓	✓	
Leading a hiking expedition	✓	✓	✓
Rehearse and perform a dance production for a community retirement home	✓	✓	✓
Exchanging artistic or musical skills with other local schools	✓		✓

Reflections/Evidence – Examples

Pictures

CAS Experience:	Good Example	Bad Example
Habitat for Humanity (C, A, S)	 <p>So excited to build this house for a family in need!!!</p>	 <p>So excited to build this house for a family in need!!!</p>
	 <p>Attending the morning meeting before we begin continuing our work on the house.</p>	
	 <p>Here I am with the team my Habitat team in front of the house that we just built for the Jones Family.</p>	

Journal Entries

CAS Experience:	Good Example	Bad Example
Soccer (football) (A)	<p>17 February: I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During secondary school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.</p> <p>24 February: I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.</p> <p>2 March: As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first pick was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.</p>	<p>17 February: I want to improve my skills in football so that I can stay healthy.</p> <p>24 February: This week, I am going to play the same position as I did last week so that I can get better.</p> <p>2 March: Instead of playing, I will try to be team manager next week.</p>

CAS Final Task – Due first week in March of Senior Year

In addition to the completed CAS portfolio on ManageBac, students will culminate the CAS experience with a CAS presentation through their TOK class.

Students will create a Poster, PowerPoint or Prezi presentation that must include the following information:

- Select your top 3 CAS experiences/projects to discuss
 - Identify the CAS strands addressed (creativity, activity, service)
 - Identify and explain how the learning outcomes were met
 - Identify the IB learner profile and approaches to learning (ATL) skills further developed (for a listing, see pg. 24 and 25 of this handbook)
- Describe connections made between your CAS experiences/projects and your DP subjects, TOK and/or your EE
- How have you grown through your CAS experiences/projects?
- How have you helped others to grow as a result of your CAS experiences/projects?
- Upload a copy of your presentation (or picture(s) if making a poster or other visual) to ManageBac. Name the document in the following format: “Name-CAS Final Task” (ex. K. Culpepper-CAS Final Task).

Some of Paxon’s faculty, administration, and students will be invited to listen to your CAS presentations in order to learn more about your CAS experiences.

Examples of CAS Final Tasks are on our Paxon IB website:

<http://paxonsas-ib.weebly.com/paxon-student-cas-experiences.html>

AGENCIES/ORGANIZATIONS TO CONTACT ABOUT CAS POSSIBILITIES

- AIDS Action Coalition
- American Red Cross
- Big Brothers/Big Sisters of Northeast Florida
- Blount Hospitality House
- Botanical Gardens
- Boys and Girls Clubs of Jacksonville
- Children's Miracle Network
- Community hospice
- Dignity You Wear
- Family Service Center
- Florida Institute for the Deaf and Blind
- Foodbank of North Florida
- Girls, Inc.
- Greenpeace
- Habitat for Humanity
- Hands on Children's Museum
- Hubbard House
- Juvenile Diabetes Foundation (JDF)
- Lutheran Social Services
- Make-A-Wish Foundation of Florida
- Meals on Wheels
- Museum of Science and History (MOSH)
- National Children's Advocacy Center
- Police Athletic League of Jacksonville (PAL)
- Rescue Mission
- Salvation Army
- Unicef
- Wolfson's Children's Hospital
- World Vision
- YMCA of Jacksonville

Students will be alerted to various CAS opportunities via ManageBac, in school announcements, and the Paxon guidance website (<http://paxonguidance.weebly.com>)



PAXON

SCHOOL for ADVANCED STUDIES

3239 Norman E. Thagard Boulevard, Jacksonville, Florida 32254. (904) 693-7583

Dear _____,

The International Baccalaureate program of Paxon School for Advanced Studies is part of a world-wide, highly recognized, pre-university course of study that incorporates the best practices of various countries. In addition to their academic responsibilities, students are required to participate in creative pursuits, physical activities, and service projects in order to fulfill a creativity, activity, service (CAS) requirement which helps them to meet eight learning outcomes. Those learning outcomes are as follows:

1. Identify own strengths and develop areas for growth	5. Demonstrate the skills and recognize the benefits of working collaboratively
2. Demonstrate that challenges have been undertaken, developing new skills in the process	6. Demonstrate engagement with issues of global significance
3. Demonstrate how to initiate and plan a CAS experiences	7. Recognize and consider the ethics of choices and actions
4. Show commitment to and perseverance in CAS experiences	

One or several of our IB students have suggested fulfilling part of this requirement in your organization. As part of a program that is internationally monitored, students are held accountable for completing certain forms, keeping accurate records of time spent on each activity and writing self-evaluation and reflective comments at the end of each activity or project. For each project undertaken, students are required to have an adult supervisor, who is not a relative. The supervising adult is asked to agree to be the supervisor and is willing to email me and complete a brief online activity evaluation at the end of the project commenting on punctuality, attendance, effort and commitment. Supervising adults are also encouraged to write letters or emails that will be placed in the student's journal or portfolio.

If you are willing and able to help our student as the adult activity/project supervisor, please send a message saying so to me. As the CAS coordinator for Paxon School for Advanced Studies, I am here to assist the student in keeping up with their documentation and reflecting on the activities. I am also here to help the adult supervisor if necessary. You may contact me at (904) 693-7583, ext. 999921 or by email at apolonk@duvalschools.org. Thank you for your time and consideration.

Sincerely,

Krystal Culpepper
IB Coordinator/IB Counselor
Paxon School for Advanced Studies

CAS CALENDAR OF DEADLINES

<p style="text-align: center;"><u>Junior Year</u></p> <p>Ongoing:</p> <ul style="list-style-type: none"> Regularly work on a variety of CAS experiences/projects Post reflective evidence frequently and complete CAS questions as experiences/projects are completed Log on to the ManageBac site AT LEAST once every two weeks to update CAS info and check messages for new CAS opportunities Meet individually as needed with assigned CAS Advisor (at least once in person) 	<p><i>After the first day of school and by Sep. 15th</i></p>	<ul style="list-style-type: none"> Students complete and submit their Initial Personal Self-Review (Appendix A of this Paxon CAS Student Handbook or complete digitally at). Begin meeting with CAS Advisor Students prepare and plan for CAS experiences using their Initial Personal Self-Review (meeting with CAS Coordinator through TOK to discuss)
	<p><i>By Oct. 15th</i></p>	<ul style="list-style-type: none"> Students meet with CAS coordinator and/or advisor to discuss the Initial Personal Self-Review (Appendix A) Students have posted and started adding reflections/evidence for <u>at least</u> 1 CAS experiences on ManageBac
	<p><i>By Dec. 15th</i></p>	<ul style="list-style-type: none"> Students have posted and started adding reflections/evidence for <u>at least</u> 2 CAS experiences on ManageBac
	<p><i>By May 15th</i></p>	<ul style="list-style-type: none"> All CAS strands (creativity, activity, and service) have been demonstrated at least once in posted CAS experiences/projects All documentation completed for CAS experiences/projects that have concluded Discuss plans for summer CAS experiences/projects with your CAS Advisor (in person)
<p style="text-align: center;"><u>Senior Year</u></p> <p>Ongoing</p> <ul style="list-style-type: none"> Continue regularly taking part in a variety of CAS experiences/proj 	<p><i>By Sept. 15th</i></p>	<ul style="list-style-type: none"> Review CAS status with IB counselor
	<p><i>By Dec. 15th</i></p>	<ul style="list-style-type: none"> Students not demonstrating satisfactory progress for CAS are removed from the IB program of study for sem. 2
	<p><i>By the last Friday in Feb.</i></p>	<ul style="list-style-type: none"> All CAS experiences/projects are completed along with all necessary documentation. CAS Coordinator verifies completion of the CAS program Students not completing CAS by the deadline will be removed from the IB program of study.

<p>ects</p> <ul style="list-style-type: none"> ● Post reflective evidence frequently and complete CAS questions as experiences/projects are completed ● Log on to the ManageBac site AT LEAST once every two weeks to update CAS info and check messages for new CAS opportunities ● Meet individually as needed with assigned CAS Advisor (at least once in person) 	<p><i>By May 15th</i></p>	<ul style="list-style-type: none"> ● Meet with CAS Coordinator through TOK to review all CAS experiences/projects and how the 7 learning outcomes were met (final CAS task)
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The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. ***You will need to reflect on how you are developing the IB learner profile traits throughout your CAS experience.***

IB Learners strive to attain the following traits:

INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Approaches to Learning (ATL) Skills

You will need to reflect on how you are developing the following approaches to learning skills throughout your CAS experience.

Thinking skills	Critically and creatively, approaching complex problems, making reasoned and ethical decisions
Communication skills	Written, oral, ability to listen/read and understand
Social skills	Teamwork and collaboration, positive relationships, self-regulation of emotions and behaviors
Self-Management skills	Resilience, self-motivation, managing time, mindfulness, goal-setting
Research skills	Making sense of the world and its knowledge, inquiring, information/media/technology literacy

Appendix A

Initial Personal Self Review

To be completed and brought to the initial meeting with
your CAS Coordinator

Due to your TOK teacher by Sep. 15th of Junior year
(you may complete digitally at:

*(All initial meetings will take place
by Oct. 15th of the Junior year)*

CAS Initial Personal Self-Review

Student Name: _____

Date: _____

Class of _____

This Initial Personal Self-Review is designed to give you and your CAS Advisor a better idea on where to focus your future CAS experiences/projects.

What are some of your strengths?

--

Name one skill you have always wanted to develop but haven't had the chance to.

--

Describe the kind of person you think you will be post IB (after graduating from the IB program of study).

--

CLUBS/SPORTS/EXTRACURRICULAR ACTIVITIES/COMMUNITY SERVICE

List any clubs, sports, extracurricular activities, or community service that you have been or are currently involved in while at Paxon SAS (this may include both on and off campus activities):

Activity	Length of time	Positions/Offices Held

If you are not or have not been involved in any club, sport, extracurricular activity or community service since attending Paxon SAS please provide the reason why:

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Complete the *CAS Planning Sheet* from Paxon's IB website and submit to your TOK teacher by Sep. 15th of junior year

CAS PLANNING SHEET

(List a minimum of 3 possible experiences)

<u>Experiences:</u> List possible experiences you may have in or out of school. Include: <ul style="list-style-type: none"> • Service activities • School clubs • Sports activities • Band/Music/Art • Other 	<u>C, A, or S?</u> Identify each activity as Creative, Activity, or Service (or a combination of the three)	<u>Learning Outcomes:</u> Identify the Learning Outcomes (#1-7 listed on the next page) you would accomplish with each experience. If an experience does not result in at least one learning outcome, then it is NOT A CAS EXPERIENCE	<u>CAS Project:</u> At least one of your experiences should last for a minimum of 1 month (4 weeks). Which of the experiences listed could be considered a CAS project?

***This completed form is due to your TOK teacher by Sep. 15th of junior year
(you may complete digitally at:***

CAS Learning Outcomes

As a result of your CAS experience as a whole there should be evidence that you have achieved all eight of the following outcomes:

1. Identify own strengths and develop areas for growth:	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that challenges have been undertaken, developing new skills in the process:	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
3. Demonstrate how to initiate and plan a CAS experience:	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
4. Show commitment to and perseverance in CAS experiences:	Students demonstrate regular involvement and active engagement in CAS.
5. Demonstrate the skills and recognize the benefits of working collaboratively:	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate engagement with issues of global significance:	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
7. Recognize and consider the ethics of choices and actions:	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.